



Writing at Pinewood

The roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

R = Remembering
O = Opportunities
O = Outcomes
T = Talk
S = School Values

Our vision for writing is that our children leave Pinewood:

- Being excellent communicators through writing legible sentences with good vocabulary, spelling, grammar and which are correctly punctuated
- Seeing themselves as good writers, understand what it means to be a good writer and with a knowledge of how they can get even better.
- Having positive attitudes towards writing and wanting to write for pleasure.
- Being self-reflective and independent checking their writing where possible.
- Writing a range of texts for a purpose and an audience that both inform and entertain and can communicate information, ideas, imagery and emotion.

What does Writing at Pinewood look like?

- Integrated **themed** approach linking to all curriculum areas and reading, spoken language and writing are interlinked (English pillars of progression)
- Exposed to **range of genres and text types** and children write for different purposes e.g. to inform and to entertain (long term plan)
- Writing opportunities from **quality texts** and well-loved authors
- Link to PSHE (settling in weeks), environmental issues as often as possible and have Eco topic
- **Hooks** to engage children include quality texts, real life experiences e.g. visitors/trips, paintings, ICT, role play, drama,
- **Daily lessons** following a writing sequence (including teaching phonics, grammar, vocab) and linking to our big question and ending in a product e.g. writing a story
- **Writing process** is modelled to the children in inputs – shared writing, guided writing
- Opportunities given to write on their own or in a group and to plan, discuss ideas.
- **Independent writing** at least once every half term but as often as possible to give children opportunity to apply skills learnt

Pinewood Writing non-negotiables

- **Speaking & Listening** and discussion focus to promote vocabulary and oracy.
- **Writing mantra** – think it, say it, write it, read it
- **Rainbow Grammar** – colours within inputs and word banks are colour coded
- **Talk for Writing** – whole school actions for certain words and lots of discussing what they are going to write before the point of writing
- **Word Aware**
- **Purple pen** for children to edit and time built in to the majority of lessons for children to cross check writing
- **Planning time** built in to encourage children to write for quality and for a purpose (e.g. story maps, knowledge organisers)
- **Reflection** time built in and planned for within lessons and act the end of a sequence of work
- **Star and wish** marking with Year 2 using yellow for yes and pink for think colours
- **Range of tasks** included in lessons

Discreet lessons of phonics/spelling & handwriting

- Daily differentiated phonics with 5 minute key word blast daily (Key word workout)
- Super Sid Spelling Tests for all children (include spelling pattern focus and phased tricky words)
- Half termly spelling challenges
- Daily discreet handwriting following Penpals order and recapping Little Wandle phrases for formation
- Handwriting linked in as often as possible in English lessons and phonics.

Rewards/celebrations and special promotions

- **Friday golden star** – often linked to writing
- Celebration of writing and authors in special assembly
- **Pinewood values person** awards sometimes linked to reading e.g. writing resilience
- Staff send children with super writing to Ms Otter
- **World Book Day** links to writing
- **National Handwriting Day**

Writing Interventions at Pinewood

- Differentiated Phonics groups – whole school
- Frequent discussions about children
- Targeted writing group with Ms Otter in Year 2 (GDS and for those nearly at NS)
- Handwriting target groups in Year 2 for printers and joiners
- TA support
- Additional reads Miss Otter-focus groups

Resources/displays to help children

- **English display** including conjunctions, talk for writing pictures
- **Phased word wall** in all classrooms.
- **English Working Wall** in all classrooms includes – what we are learning, key text, key vocabulary, word banks that week, spellings and any planning maps made with the class.
- **Standardised school help mats** using LW pictures, writing pencils and marking code.
- **Phased key word mats** (colour words linked to book bands) whole school
- **Learning Pit** in all classrooms to encourage children to be resilient and independent writers.
- **Snappy Targets**

Writing at home and for wider community

- Parents invited in to share end product/good work e.g. stories made at the end of a unit of work
- Writing sometimes sent to parents on Dojo
- Helpful spelling tips sent home at front of children's reading diary

Staff Continuing Professional Development

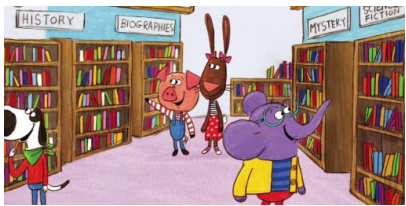
- Staff meetings to moderate writing levels
- Phonics training annually and top tips.
- Termly observations and feedback.
- Shared Teams folder for phonics
- Marking policy refresher every September

What is the Pinewood Writing Curriculum?

Whole theme approach with wide range of stimulus:
visitors/trips, paintings, ICT, role play, drama,
PSHE, Eco weeks as stimulus



Exposed to a **range of genre and text types** from
well-known and less well-known authors
These are our core, quality texts



Reading and writing
interlinked



Planning Sequential Writing Units

1. Read and explore the quality text/genre,
2. Teach writing skills of that genre
and practise the skills taught (GPS)
3. Model and practise writing process in that genre
Plan – share examples - modelling composition
4. Have a go at writing independently in that genre
5. Show off & reflect (was it worth the effort?!)



Passion Purpose Pride



Writing for a purpose and an audience



Audience

Who are you writing it for?

Purpose

to describe, to entertain, to expl
to persuade, to inform etc

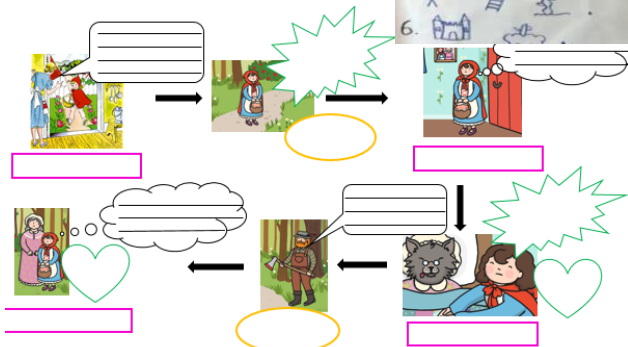
Effect

What style of writing do you n
to use?

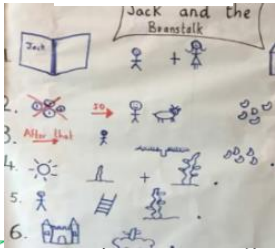


Teaching Composition Skills

Speaking & Listening focussed



Story maps



Genre focussed

We are learning about...



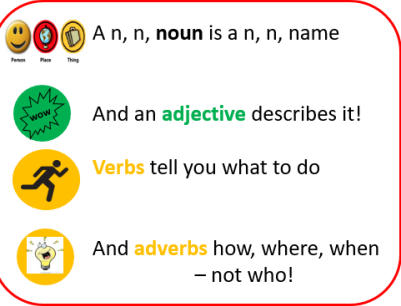
Writing Skills

Topic Key Vocabulary

Grammar included in sequences
Word choices and syntax



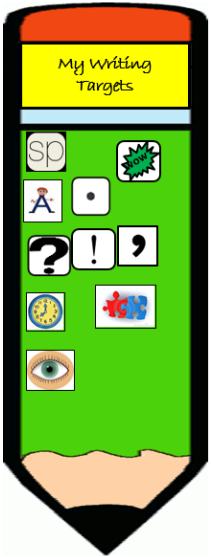
Developing vocabulary



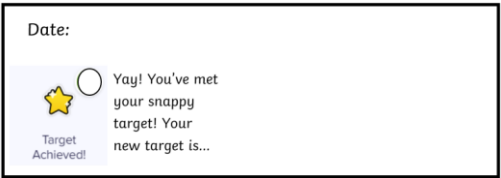
Our writing mantra –
Think it, say it, write it, read it!



Encouraging independence and self-reflection

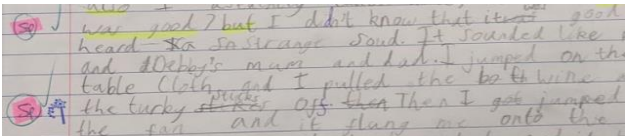
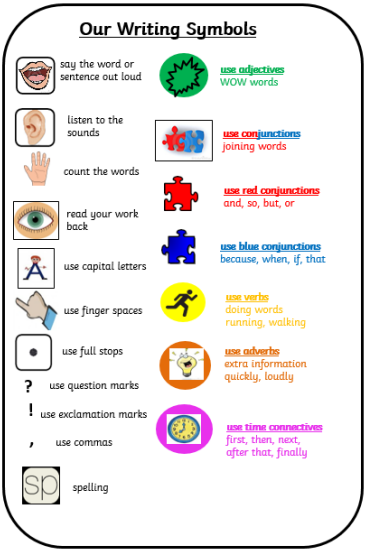


Snappy Targets!



Star and a Wish
or
Yes Yellow! and
Think Pink!
Highlighting

Purple Polishing
Pen



Teaching Transcription Skills

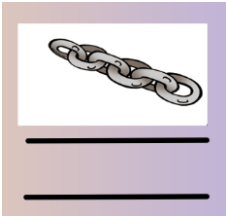


Handwriting

Discreet handwriting lessons x3-5 a week
Penpals order revisiting Little Wandle sayings



IWBs with lines



Presentation Top Tips

1. I begin my writing at the margin.
2. I am writing on the lines.
3. I leave spaces between words.
4. My small guys are all the same size.
5. My tall guys are all the same height.
6. My fall guys are all the same length.
7. I can form my letters in the correct direction.



Handwriting Celebrations

- Neatest Board Award
- Best Book!
- Presentation Pen and Dojo
- Miss Picky!
- National Handwriting Day

Medium Term Plans

Following Penpal letter families using Little Wandle sayings

Planning Letters MFL	Day 1	Day 2	Day 3	Day 4	Day 5
Unit 1	Letter A	Letter B	Letter C	Letter D	Letter E
Unit 2	Letter F	Letter G	Letter H	Letter I	Letter J
Unit 3	Letter K	Letter L	Letter M	Letter N	Letter O
Unit 4	Letter P	Letter Q	Letter R	Letter S	Letter T
Unit 5	Letter U	Letter V	Letter W	Letter X	Letter Y
Unit 6	Letter Z	Letter A	Letter B	Letter C	Letter D

Spelling

Age (stage)-appropriate word list sent home (related to Little Wandle Key Words)

all ☺	are ☺	be ☺
full ☺	has ☺	he ☺
her ☺	me ☺	my ☺
pull ☺	push ☺	she ☺
today ☺	they ☺	was ☺

Key Word Spellings are taught daily within our phonics at the beginning of the lesson.

Half Termly spelling challenges based on Year 1 and 2 common exception words

Name: _____ Date: _____

Level B Core Spelling Challenge

Phase 2 Tricky Words			

Spelling Celebrations
Spelling Dojo
Spelling Challenge Stickers
Class Celebrations

Spelling Challenge Awards



In my Spelling Challenge I got:



Well done!



In my Spelling Challenge I got:



Well done!



In my Spelling Challenge I got:



Well done!

English Resources to support retrieval/memory and encourage independence

Displays children use

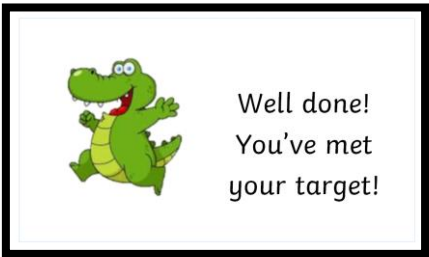
English Displays (working Walls)

Current work on flipchart paper, time words with TfW actions, current text, WAGOLL, WABOLL when needed.



Time word display with TfW Actions

Snappy Target Display on windows in classrooms



Little Wandle Colour words on display in every classroom



Independent writes on display in classroom so children can see their progress

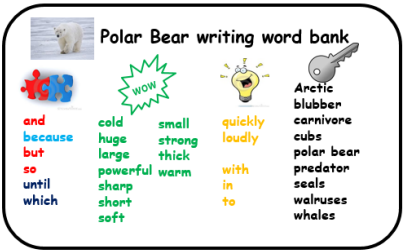


Table-top resources children use

English help mats (three levels) which includes digraphs and key words



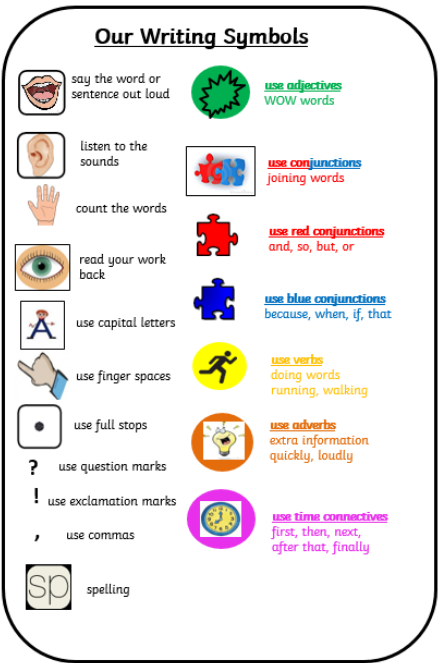
Example of a sequence of learning word bank



Pinewood Lesson Journey (revisit section)

Pinewood MTPs –

Essential year group knowledge is prioritized and embedded in the Autumn Term



Working with Parents...

Age-appropriate word list sent home
and half termly spelling challenges

all 😊	are 😊	be 😊
full 😊	has 😊	he 😊
her 😊	me 😊	my 😊
pull 😊	push 😊	she 😊
today 😊	they 😊	was 😊



Pinewood Infant School and Foundation Unit
'Together we give children the roots to grow and the wings to fly'

Aims of this workshop

- To develop your awareness of the phonics screening check your child will take this year
- To develop your understanding of how we will administer the phonics screening check
- To make you aware of how we will use your child's check results



Phonics workshop meetings

Celebrating writing with parents



Sending writing home via Class Dojo
and/or visiting Ms Otter and
getting a special headteacher sticker

Inviting parents in



F2 Writer of the Week

F2 Invite parents in in
the morning to support
with key word spelling

Class and Key Stage assemblies where their writing is shared

